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ABSTRACT

This report presents an American Library Association (ALA) Book Fellow's observations of schools and libraries in Sweden's Vasterbotten County in the fall of 1988. The narrative report discusses Sweden's cultural policy, comprehensive library service, library classification system, databases, audiovisual services, and education policy, as well as school library services. The results of a survey of 40 school libraries and 150 classrooms over a 5-month period are then reported in the first of 6 appendixes. The remaining appendixes include copies of the questionnaires used to collect both qualitative and quantitative data on school library facilities, budgets, collections, staffing, and services, together with analyses of the data collected by the survey. These data indicate that: (1) the purpose of the school library programs studied is to provide information and reading guidance and materials to their patrons; (2) no effort is made to develop the audiovisual aspects of a media program unless directly related to helping the patron find information or enjoy books (e.g., genealogical information on microfilm and talking books for the visually handicapped); (3) children listen to stories in the library and learn how to find materials, but little attempt is made to integrate library skills into the curriculum in a systematic manner; and (4) most school library programs do a good job of meeting their objective as exemplified by the high scores in the areas dealing with reading and books. (MAB)

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A Vasterbotten Experience!

ALA Library Book Fellows Program 1988

by
Valerie J. Downes

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A VÄSTERBOTTEN EXPERIENCE!

ALA Library Book Fellows Program

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Valerie J. Downes

June 1988

The call had come! I had been selected as an American Library Association Library Book Fellow. The ALA Book Fellows program, funded by a grant from the United States Information Agency was in its second year of operation. U.S.I.A. invited proposals from countries throughout the world for a program in which an American librarian could assist in some facet of library development. Eight of the fifty proposals submitted had been selected for funding. A call for candidates to fill these positions had been placed in "American Libraries" and the rest, as they say, is history!

I was going to Västerbotten County, Sweden where I would work in schools and public libraries in towns and villages throughout the county for five months. The goal of this project was to help children develop "a life long love of reading". Since this goal was compatible with the philosophy of school library service that I had espoused for 28 years I thought I could make a contribution.

I also wanted to develop a systematic research tool with which to survey the qualitative and quantitative aspects of the school library programs I would visit. I had used the Title II ESEA Evaluation Form to study school library programs in Illinois, in 1975 for my dissertation, but decided not to use it for this project. I was working on combining that form with others, when a friend saved me time and trouble by suggesting that I use the same survey sent out by The Center for Education Statistics of the U.S. Department of Education and summarized in Appenidx A of Information Power.[1]

1. American Library Association and Association for Educational Communications and Technology, Washington D.C., 1988, p 113.

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I even knew that Västerbotten County curled up toward the Artic Circle and that its largest city, Umeå, was south about 400 miles. I also heard dreadful stories of cold and darkness from Swedish immigrants. But could it be any darker than a December day in Chicago, or any colder than a January day in the Windy City?

October 1988

I had been granted a leave of absence by Morton High School District 201 where I was head librarian at Morton West High School, Berwyn Ill. I had said goodbye to family and friends and boarded my TWA flight to New York, Stockholm and Umeå.

I arrived on a beautiful sunny fall day, received a warm welcome and a tour of Umeå, a city of 90,000 inhabitants sitting under a canopy of golden leaves. The birch trees that lined the streets of Umeå were planted after a fire had destroyed the city one hundred years ago. The white birches were chosen because it is said their high water content will act as a fire deterent. Umeå is appropriately called "The City of White Birches".

November 1988

I felt very much at home in Västerbotten County. Every house I visited had a wall or two filled with books. As I walked home in the early twilight, peeking in brightly lighted windows, I found the cosy rooms were filled with books and plants. The long dark winters encourage this to be a reading society.

The new Stadsbibliotek of Västerbotten County is only three years old. It had been built in conjunction with a cultural center in the heart of Umeå as a part of the town's pedestrian mall. The library is open long hours to meet the needs of this reading society. The brightly lit rooms beckon from the mall. Upon entering the building one immediately passes a café and enters an inviting room finished in light wood with floors, chairs and tables made out of clean white pine. Here one can find 77 newspapers and 881 magazines in 20 languages including Arabic, Tigrinja and Persian. There are 551,860 books also in many languages, in the main library collection, which averages out to about 6.2 books per person. The kommunbudget for all materials at the Stadsbibliotek is 2,860,000 SK

which is about 31.77 SK or $5.04 US per person. Additional grants bring the total budget to 4.1 million SK for materials used by people living in all of Västerbotten County. This library sets the standard for the other libraries in the county which are also bright, cheerful and busy.

My only question at this time was; "Were is the snow?" I had been in one beautiful soft snowfall early in the month in Lycksele. Everyone said that the weather was unusually warm and dry. My Sorel snowboots looked clunky and unattractive on the dry walks and my snowmobile suit hung unused in closet. The middle of Sweden was deluged with snow. The north of Sweden was dry and dull! And what about the infamous darkness? The sun came up in a bright ball about 8 AM and it was twilight by 3 PM. In between those times there were vivid blue sunny skies. The sunsets, as early as they were, were spectacular with red, pink and yellow clouds changing color by the minute.

December 1988

By now I had traveled several hundreds of miles by bus to eight different towns and villages where I had spent 40 minutes with each of 98 classes: talking about books; reading and telling stories; and showing slides of Chicago using a tape of Frank Sinatra singing "My Kind of Town". The students were interested in my life in Chicago and in United States culture in general. The elections were a big item. I had to go to Encyclopaedia Britannica to brush up on the electoral college and found myself acting as a consultant to social studies teachers on this subject. The students begin taking English class in grade 4 and one of the objectives of my program was to give them an opportunity to speak English and listen to American English being spoken.

Selecting the proper materials for reading and telling stories to students was a trial and error process. In thinking about intrinsicly American tales, I came up with stories about Mike Fink, Pecos Bill and Paul Bunyan, which would be especially appropriate in this timber country. Well, no books of these tales were available. Efforts to obtain them through interlibrary loan from the Nordic countries failed.

I did find a book of Joel Chandler Harris' Uncle Remus, and decided to tell "The Tar Baby". After giving background of the tale; explaining "Brer"; talking about "tjära" the Swedish word for tar, I began the tale. In the midst of acting out the part of Brer Rabbit with head, legs and arms stuck on "tjära" baby, I realized with sinking heart that the students did not understand the story. I stopped, appealed to the teacher for help and we continued together. I told the tale in English and the teacher explained in Swedish as we limped to the conclusion. After that experience, I invented fantastic exploits of Paul Bunyan and his blue ox, Babe.

Where the Wild Things Are, Maurice Sendak's timeless story was very successful, in its own magic, and also because it is in one of the 4th grade English textbooks. Ezra Jack Keats' The Snowy Day was a hit, because children play the same games in the snow wherever it falls in the world.

For older students, I found the best books to use were those that had been translated into Swedish. The talk was even more succesful if I had the Swedish copy with me. Cynthia Voight's Homecoming had been translated so I could talk about it and relate it to Dicey's Song which was also in Swedish. Little House on the Prairie was very popular as it had been on television here too. I used Madeleine L'Engles' books, A Wrinkle in Time and Arm of the Starfish because I wanted to talk about her work and these two were available! When a student told me that the story of Wrinkle sounded familiar, I was very happy to discover that it had been translated into Swedish with the title, Ett veck i tiden.

The young adult collections seemed to contain more English than American authors translated into Swedish. I used books by Nina Bawden, Susan Cooper's The Dark is Rising sequence of five books and a 1988 book, The War Child or Krigsbarnet by Rachel Anderson, which I had read at Morton West High School and found here in Swedish.

Annika Holm, a Swedish author who has traveled to Nicaragua on three occasions, has written several books for young people about her experiences. I successfully used two of these, Drakbarnen and Nyckel till det oväntade. Ulf Löfgren, creator of Ludde and Albin has adapted and illustrated six tales of Hans Christian Andersen. I used the Swedish version of his Emperor's New Clothes, after

refreshing my memory by rereading the tale in English. Ulf's illustrations are enjoyed by children of all ages.

I also met with English teachers and librarians to discuss American literature for young people. The ALA posters and pamphlets on the Newbery and Caldecott Award books were used for discussion and gifts. I consulted on the display and gave a program on the theme "Buy an English book for Christmas" at the Umeå Stadsbibliotek Open House.

As I visited schools and libraries, people opened their homes to me and shared their lives and food with me. They prepared special local dishes such as wild moose and reindeer and the Swedish dumpling, pelt. They shared special mushrooms and cloud berries which they had painstakingly gathered in the forests.

I learned much about Swedish life past and present, as I visited local artists and authors; listened to their sagas; and saw pictures depicting lives of their ancestors and families. I visited small local museums to view exhibits, pictures and artifacts of the life lived by these pioneers, not so long ago. I attended the premier of the opera, The Boy and the Horse, based on a vignette from Sara Lidman's books on the history of Västerbotten County, which showed in vivid detail the hard cold life of these people of Northern Sweden.

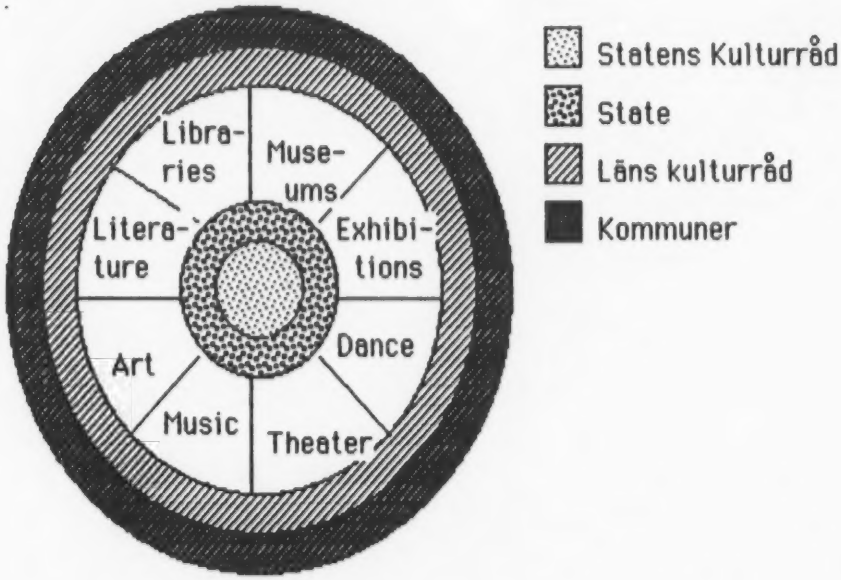
By this time, I had compiled ten surveys of school library programs and entered them into the computer program which had been developed for this purpose. I was also in the process of developing an understanding of the organization of school libraries and formulating a few informal observations concerning the state of school library programs in Västerbotten County.

As I became seeped in the life and culture of Västerbotten County through my work in schools and libraries, I became aware that I was witnessing the philosophy of the culture policy in Sweden. That is when I began to synthesize the culture, library and education policies of Sweden, as manifested in Västerbotten County.

Culture Policy

Sweden's Parliment has declared that cultural equality is as important as economic and social equality. All people should be able to develop their talents as active, creative individuals and be provided with the opportunity for cultural experiences, regardless of geographical, educational or other obstacles.

Implementation of the cultural policy implies a commitment to creating a total social environment. The State through Statens Kulturråd (National Council for Cultural Affairs) has central responsibility for theater, dance, music, libraries, literature, art, museums and exhibitions. Development of programs is carried on through the voluntary county boards of cultural affairs which are totally responsible for the cultural activities in their area. The basic responsibility for public library development is from the Statens Kulturråd, to the Län Kulturråd (county), to the Kommun (municipality), as exhibited on the chart.



This culture policy has the positive aspect of intergrating library services with the total cultural environment, as administered by the local Kulturchef. In Umeå, the new library (bibliotek) and cultural center (Folkets Hus) were planned and built next to each other on the main shopping mall.

Collaboration between the two takes place on many levels. For instance, in October, the Swedish Agency for International Development's annual conference took place with exhibits and handicrafts displayed in the bibliotek and in the Folkets Hus. Programs took place at the university and in the town's outdoor market square. Information from this conference was directly integrated into the schools as I found out later that week when I attended a faculty meeting at Vegaskolan, a grundskola (grades 1-9) in Vännäs. Two teachers talked about the SIDA conference and shared the materials they had gathered from the exhibits.

On the local level, in the municipalities, the Kulturchef is often the head librarian who has been trained at the state library school in Borås. This person has many duties including, but not limited to the library. Although the library interests are represented on all the town's governing boards through the seat of the Kulturchef, this person cannot devote full time to this one program. Often, the library is run by several locally trained part time staff. Since the kulturbudget must be divided between all the programs of the department, it is conceiveable that as priorities shift so could the library budget. Consequently, situating the library within the Kulturdepartment has both positive and negative ramifications.

Comprehensive Library Service

Every person in Sweden, whether living up in Kiruna, far inside the Artic Circle or down in Malmö, on the southern tip, has equal access to library services. The Swedish library structure consists of three central loan departments which are responsible for interlibrary loan, 24 county libraries which support the local school and public libraries through interlibrary loan and consulting services, and a central public library in each of the 284 kommunerna with about 2 000 branch libraries. Some are very small and many are folk- & skolbibliotek (public/school library combinations). The smallest communities are serviced by one of the 125 bokbussar which are run by the county libraries.

For instance, in Västerbotten County, the Länsbibliotek, or county library, is housed in the Stads-bibliotek (city library) in Umeå, the largest kommun in the county. Within the Länsbibliotek there

are consultants who work with special programs for immigrants and visually disabled and geographically isolated people. A consultant visits factories and prisons several times a year to rotate a standard 400 book collection and talk to the people. Another consultant has recently been hired to work with the literature of the Lapps and explain their customs and interpret their needs to the people of Northern Sweden.

There is a childrens literature specialist who conducts regional meetings throughout the county for teachers and parents and librarians. At these meetings she talks about children's books and organizes book discussion groups. She will often make arrangements with a school to meet with classes. In this case, she will send multiple copies of a title ahead and then talk with the children after they have read the book.

Each library in the region has access to the book collection of the Stadsbibliotek through inter-library loan. Each folkbibliotek has a catalog of the collection on micorfich available for the public to use, so the patrons have access to holdings much larger than those available in their own small library.

A very special feature of the interlibrary loan system is access to the geneological records of the Mormon Church in Salt Lake City, Utah. When the Mormons decided to gather their geneology records, they found a treasure trove in Sweden. Since the 16th century the village priests had been keeping records of births, marriages and deaths, which had not been destroyed by war and political upheaval as they had been in so many other countries. All records were gathered and put on microfiche through a grant from the Mormon Church. Microfiche copies of these records were sent to Salt Lake City and to The National Archives in Stockholm. The Stadsbibliotek in Umeå has a complete set. Each regional library in the county has a microfiche set of geneological records for their particular locality as well as access to the whole collection through the Stadsbibliotek.
This gathering and microfiching of the geneological records is being continued through SYAR, Svensk Arkivinformation in Ramsele, and has been expanded to include Army and court data.

Klassifikationssystem för svenska bibliotek

The classification system for Swedish libraries is different than that of any other country in the world. When I teach library skills to the students in the United States, I tell them that if they know how to use the Dewey Decimal or Library of Congress Classification systems, they can use almost any library in the country. In my niavete, I guess I assumed, "any library in the world!" Well, that is definitely not the case! The Swedish libraries have a special classification system, KLASSIFIKATIONSSYSTEM FÖR SVENSKA BIBLIOTEK, in which the major subjects are grouped together by letters.

SAMMANDRAG

A Bok- och biblioteks-väsen
B Allmänt och blandat
C Religion
D Filosofi och psykologi
E Uppfostran och under-visning
F Språkvetenskap
G Litteraturvetenskap
H Skönlitteratur
I Konst, musik, teater
J Arkeologi
K Historia
L Biografi med genealogi
M Etnografi, socialantro-pologi och etnologi
N Geografi
O Samhälls- och rätts-vetenskap
P Teknik, industri och och kommunikationer
Q Ekonomi och närings-väsen
R Idrott, lek och spel
S Militärväsen
T Matematik
U Naturvetenskap
V Medicin
X Musikalier
Y Musikinspelningar
Å Tidningar

Patrons can find a book in two ways. If they know the author or title of the book, they can go directly to the Alfabetiska katalogen which is the author, title card catalog arranged in alphabetical order.

If patrons do not know the author or title, they must use a different procedure. They must find the book, Ämnesordsregister, which lists subjects in alphabetical order and gives their classification letters. When they know the classification letters, they go to the Systematiska katalogen, the subject card catalog, arranged by classification letter like our shelf list, and check under the classification letter to see if the book is in the collection.

Many patrons do not know about the Ämnesordsregister, and think that the only way to get a book is by knowing the author or title, so they do not go to the library unless they know exactly what they want. The library staff is aware of this problem, but cannot educate the patrons unless they come to the library or bokbussen.

Bibliotekstjänst

BTJ is a library service company which is owned by the Swedish Library Association and the Swedish Association of Local Authorities. BTJ is an important part of every library because it publishes a biweekly book selection pamphlet, "Sambindning", which reviews about 5000 Swedish and foreign language books a year. The libraries purchase the desired titles precataloged from BTJ.

The company also has several databases to which libraries can subscribe. Artikel-Sök is a database which indexes 30 newspapers and 400-500 magazines through which is provided 500,000 entries on cultural subjects in the fields of art, music and literature. BTJ also provides hard copies of the articles to its subscribers. Bok-Sök is the public library central database with holdings of nine of the 24 Länsbiblioteks on line at this time. Bok-Sök indexes over one million Swedish, foreign and talking book titles and provides cataloging information and location of each book.

Comprehensive audiovisual service

The Västerbottens Läns-AV-Centralen provides audiovisual services to educational, social and business organizations throughout the county. The center is supported through a percentage of the tax kronor and is administered by the governing board of Svenska Kommunförbundet whose policies are implemented by the 8.75 staff members.

Every person in the county has access to the collection and services of the AV-Centralen through a computerized systematic loan system by ordering through the school, public library, community center, union or work place.

Other services available include the rental of video cameras and editor, training in media utilization and consumer knowledge. The following chart shows the size of the collection and 1987 circulation figures:

	Size of collection	1987 Circulation
Tapes:	6 500	31,994
Video:	2 000	5,242
Film:	1 200	23,356

Education Policy

Sweden has a comprehensive educational program accommodating six year olds through adults. Six year olds are entitled to one year of preschool before starting regular school at age seven. Attendance at school through grade 9 is required of all children. These schools have different configurations depending on the size of the community. Some schools house grades 1-3, 1-6 or 1-9. But the basic configuration in larger Kommuns is grades 1-6, 7-9 and 10-12 in separate schools, respectively.

Upper secondary schools, grades 10-12, are designed for students who want to specialize in various subjects or go on to a university. These schools specialize in specific lines or curriculum. They are attended by 90% of the pupils who have completed the manatory grundskolor. In the academic line which prepares them for a university, the students study humanities, sciences and economics. Schools have a practical line for those interested in mechanics, arts, graphics and the food industry.

The adult education program permits all adults to acquire a primary and secondary education and some continue on to attend the upper secondary schools with young people the age of their own children.

School Library Services

School library services in all of Sweden are hampered by a national problem that has many ramifications: A librarian who works in a school is not required to be a teacher; a teacher who works in a school library is not required to take library courses. The majority of librarians working in schools, and teachers working in school libraries are highly motivated, dedicated professionals, who seek appropriate advanced training whenever possible.

I visited schools in the major kommuns of Umeå and Skellefteå and villages in the countryside. The chief difference between school library service in Umeå schools and those throughout the rest of the county is that in many village schools, the school library (skolbibliotek) is integrated with the public library (folkbibliotek).

Folk- & skolbibliotek

Thirty five and three tenths percent of Swedens' folkbibliotek are integrated folk- & skolbiblioteks. There are 4100 skolbiblioteks and 1799 folkbiblioteks including head libraries and branches. 398 of these are integrated libraries. Of the 30 biblioteks which I visited, ten were folk- & skolbiblioteks. The success of these integrated libraries depends on the location, attitude of personnel, amount of personal and materials budget.

Most of folk- & skolbiblioteks I visited were attached to the school. Each library had an entrance for the school from inside and an outside entrance for the public. Some culture chef/librarians felt that the community was hesitant to use the library because it was in the school. They thought the public did not have a feeling of ownership and felt like intruders even though they entered through a separate door from outside.

At Tannbergsskolan in Lycksele the problem of reluctance by the public to use the library was compounded by the location of the school which is situated high on a hill above the town. Even from the school parking lot it is a long uphill walk to the school and bibliotek. Reductantly, this problem is being solved by separating the libraries. Land has been purchased in the town center for a new folkbibliotek.

On the other hand, a full program takes place at Nordmalings folk- & skolbibliotek. The facility is located close to the center of town, but the door to the bibliotek is off the street. The culture chef/librarian does not perceive a problem with use by the public. Visits by children from the seven village schools are arranged several times a month when they go into Nordmaling by bus to use the swimming pool. After their swim, the children go to the library to listen to a story, learn how to use the library and exchange books.

When the integrated bibliotek is located in a separate building, it is more difficult for the students to use. Accessibility is an important factor in utilization. When the library is separate from the school, more effort has to be made for its use. Class visits are more likely than spontaneous individual visits when coats and boots have to be put on and taken off before students can settle down

to work. When the integrated folk- & skolbibliotek is attached to the school, it gives better service to the school children. There is more staff available to keep the library open and develop a program of services for students.

Västerbotten County Schools

All of the schools are cheerful places with halls and classrooms painted in bright colors. The halls are decorated with murals, sculptures and tapestries made by the students as well as by professional artists. That libraries and art are part of the responsibility of the Board of Cultural Affairs is very evident, especially when the kulturchef is also the librarian as is the case in many village schools.

The libraries are all busy, crowded places. Most schools have an "open campus" policy in which students can go wherever they like when they are not in class. Individual use of the library is high when students do not have classes and during lunch hour. When the library is also a public library, teachers can bring classes in during the day, even if the library is closed. Students are also permitted to return in the evening when the library is open.

Library instruction, in varying degrees, is given through Swedish classes by the teacher in consultation with the librarian. This occurs at different grade levels in different schools, but at the gymnasieskolan, all 12th graders are required to write a specialarbete (termpaper). The librarians are involved in varying degrees in this project.

The school libraries are understaffed and most village schools do not have full time professional librarians. In these schools the kulturchef is usually the only professionally trained librarian serving both folkbibliotek and skolbibliotek on a half time basis, often assisted by a teacher for several hours a week.

The librarians are not responsible for audiovisual equipment or materials. All folk- & skolbiblioteks have collection of talking books for the visually handicapped and also have the local geneological records on microfich, as well as microfich cards of the holdings of the Stadsbibliotek. School libraries usually do not have non print media. All 16mm films, videotapes, slides and audio cassettes are ordered by the teacher from the Västerbottens Läns AV-Centralen. Most of the class-

rooms are permanently equipped with audio players, slide projectors and overhead projectors, as well as maps and screens. The audio players include both cassette and reel to reel tapes for language study.

The library collection consists of over ten books per patron, on paper, but it is hard to be accurate, because I have not yet found a library that takes inventory. The magazine collection is usually quite substantial with over 100 subscriptions in all but the smallest schools.

Umeå schools, grades 1-9

The Kommun of Umeå has 54 grundskolor. These schools run from a one room school house with eight students to högstadier of 7th, 8th, 9th grades, serving 400 students. All of these schools have library services. The largest have full time librarians. Some smaller schools are served by teachers in the building who work two hours a week in the library. Five of these schools have a integrated folk- & skolbibliotek. Sixteen small village schools are served by bokbussen.

Even the smallest school has a microfiche catalog of every book owned by the other 49 grundskolor and skolbiblioteksentral. The folk- & skolbibliotek and the högstadiet also have microfiche copies of the collection of the Stadsbibliotek.

These school libraries are supported by the services of the skolbiblioteksentral which is eqvivalent to the district media center in larger school districts in the U.S. The skolbiblioteks-central under the auspices of Stadsbiblioteket, the city library, provides collection development and consulting services to the 1-9th grade school libraries. These services are essential to the growth of the school libraries at this level, since most of the librarians are trained teachers with several hours a week release time to run the library. They may have one course in librarianship, but probably their only training is through the consulting services of the skolbiblioteksentral.

The school libraries send their book requests here, where they are ordered, processed and sent out to the schools. The skolbiblioteksentral also houses multiple copies of popular and important books which are sent to the schools upon request.

The consulting services include organizing meetings for librarians and teachers in which book talks are demonstrated and books are discussed. Study days are held on specific topics. For instance, Annika Holm, a very special person and profilic author of children's books held a creative writing seminar for teachers/librarians. Methods to encourage teachers and students to use the library are a popular topic for these study days.

"Quarter a day reading" is a special program in which parents are taught how to read together with their children and encouraged to do so for fifteen minutes a day. Both the librarians from skolbiblioteksentralen and the teachers in the schools hold workshops for parents. These are followed by instructional activities such as painting pictures and writing about the stories that are being read at home.

Umeå schools, Gymnasieskolor

The three gymnasieskolorna in Umeå have many features in common. Dragonskolan and Östra have about 1600 pupils. Centrala has about 520 pupils on two campuses. Here the students, most of them preparing for a university, attend grades 10, 11, 12. Most students study the theoretical lines such as humanities, sciences and economics, but the practical subjects are gaining popularity.

Centrala gymnasiet specializes in the practical lines of art, graphics, photography and video. The art students even have their own garret studio complete with skylights and dormer windows to catch the early twilight sun, high up in the old attic of the school.

Östra gymnasiet specializes in training people for the food industry: butchers, cooks and restaurant workers. These students are able to practice their skills in their own restaurant which is open to the public, although located on school grounds.

The two large schools, Östra and Dragonskolan each have 2 professional librarians sharing 70 hours and several people sharing 160 clerical hours. Centrala has one professional librarian for 40 hours who serves two campuses with approximately 20 hours of clerical help. Dragonskolan and Östra have bookbinders on the staff who bind back issues of periodicals, replace covers on paperback books and repair damaged books.

Because of limited staff, much of the responsibility for teaching research techniques is handled by teachers with assistance from librarians. A systematic approach to research techniques is taught in the 10th grade Swedish class, using "Hitta i biblioteket!" a comprehensive instruction tool published by BTJ. The librarians also help in the research skill review in 12th grade in preparation for the specialarbete. Teachers make library assignments in the academic line in proportion to their own commitment to library utilization. The librarians at Dragonskolan have done a good job of integrating research skills into academic lines, encouraging teachers, offering workshops and preparing materials for students.

Each of these schools uses interlibrary loan and data base searching to the best of their financial ability. All have a microfiche catalog of the collection of Stadsbiblioteket, and can order any book through them. If Stadsbiblioteket does not have the book, their staff searches the national databases such as Bok-Sök, which is the public library central database or LIBRIS, which is the university and special libraries database.

Dragonskolan, through a special Kommun grant, has Bok-Sök and LIBRIS in their library as well as several other specialized databases in the sciences. They also have electronic mail and a fax machine through this grant.

Dragonskolan has developed Art Data, an internal data base of magazine articles, and shares it with the other two schools which also contribute to the selections. Art Data is also shared with Malgomajskolan gymnasiet in Vilhelmina which has a computer to access the programs and a fax machine to receive the hard copy. Magazines are rotated to teachers who read them and fill out a form to include any article that they think is appropriate for the data base. The data is immediately added to the database and reporduced for a hard copy file which is also shared with the other schools. All three schools subscribe to Artikel-Sök through BTJ.

Each library has a collection of records and cassettes and three or four listening stations. Students ask for a specific title and receive earphones from the information desk. They plug into a listening station and the recording is played on a machine behind the desk. All other audiovisual materials are

ordered by the teachers through the Västerbottens Läns AV-Centralen. Audiovisual equipment is either installed in classrooms or circulated through another department.

Skellefteå schools, grades 1-9

The Kommun of Skellefteå has 46 grundskolor with 12 of these being högstadier of 7th, 8th and 9th grades. All of these schools have book collections, often in a library room, attended one hour a week by a teacher. All teachers have keys to this room and students visit individually, in small groups, or with their class. Five of these schools are served by a folk- & skolbibliotek which employes more personnel.

The administration of the school library program is through the Kommunfolkbibliotek. The central coordination of services to the smaller schools which do not have integrated services is performed by four librarians who have divided the 46 grundskolor among themselves for administrative purposes. These librarians give book talks to the teacher librarians, assist with book selection and send extra books out upon request. Small village schools are served by bokbussen operated by the public library.

The staffing in these folk- & skolbibliotek varies from a maximum at Brännanskolan which has 1,5 professional staff and 2.5 assistants to a minimum at Ersmark, which has a teacher for one hour and a dedicated assistant for 17 hours per week. Ersmark skolan was built ten years ago and had the first folk- & skolbibliotek in the area. At that time, a systematic program of library skills for grade 1-6 was developed and used as a model throughout the Skellefteå area. This school program is a good example of how the library can be used as an extension of the classroom.

Skellefteå schools, Gymnasieskolor

Skellefteå has three gymnasieskolor which have been built in the last 15 years. They have been built in the style of the time, long low buildings of two stories housing the various institutes in learning "pods" of humanities, mechanics, nursing and science. The teaching method seems to be a cooperative one with teachers collaborating and students working in small groups.

All of these libraries started with the "open" library concept, meaning that they were placed in hallways and used as such. Of course, serious library utilization cannot take place when the library is used as a hallway or lounge and various methods are being used to correct this architectual failure.

Kaplanskolan, with 750 students, has a one half time librarian. Balderskolan with 1380 students has a librarian for 30 hours a week, Anderstorpsskolan has a folk- & skolbibliotek with 1000 students and 5000 community members which it serves. This library is staffed by 1,5 professional librarians with the school librarian being the half time person.

All three schools have excellent book collections especially outstanding in the area of international fiction. Kaplanskolan and Balderskolan have hundreds of books located outside the library in the institute work area. These books are used by students and teachers in that area, but few others know about them because they are not cataloged into the central collection.

Library programing is limited by the size of the staff, but a library orientation is given to the 10th grade Swedish classes. Kaplanskolan and Balderskolan use "Hitta i biblioteket!" while the librarian at Anderstorpsskolan has developed her own orientation program. The librarians help as much as they can with the specialarbete which is written by the 12th graders.

Balderskolan uses an external data base for research. Balderskolan specializes in the training of nurses and medical technicians so it uses a medical data base, SPRILINE. The hospital library and folkbibliotek call Balderskolan when they need information that might be found in SPRILINE.

The kommun folkbibliotek is putting the catalog of a new branch library online and then doing the same with its own collection. They have invited the hospital library to join them in this venture. The gymnasieskolorna could connect with this system to catalog the hundreds of books floating in institutes throughout the schools.

Observations

Throughout Västerbotten County, the libraries greatest strength is the breadth of the book collection which results from the comprehensive interlibrary loan system. All of the integrated folk- & skol-bibliotek and bokbussen have microfiche catalogs of the Stadsbibliotek holdings. In Umeå, all grundskolor have microfiche catalogs of books housed at other schools and at the skolbiblioteks-central. If a book is not available at the Stadsbibliotek, the staff can locate it by referring to data bases. Should it not be available in Sweden or other Nordic countries, it is ordered from the publisher.

A special feature of the interlibrary loan system is microfiche access to geneological records of all of the parishes in Sweden. Each folkbibliotek has records of its own region and access to the entire collection through the Stadsbibliotek.

Printed materials are the primary resource in the library collections. Librarians are not trained in the use of audiovisual materials or equipment. Folkbiblioteken have a small collection of talking books for special patrons. Other than these, all audiovisual materials are ordered by the patron from the Västerbottens Läns-AV-Centralen. The schools appear to have an adequate amount of equipment. Audio-players, slide and overhead projectors are installed in the classrooms. Video cassette players, TV monitors and film projectors are circulated throughout the building. Language classes make the best use of audiovisual materials due to their extensive utilization of audio tapes.

When the skolbibliotek and folkbibliotek are separate, there is usually a close coordination of collections. In many instances, the public librarian works several hours a week in the school library. In Vännäs the school librarian works one night a week in the folkbibliotek. In Vilhelmina, the school librarian meets the students from the village schools at the folkbibliotek to assist them in selecting books. Many biblioteks send books boxes to the village schools.

School librarians consider their function to be that of assisting students and teachers in locating the right book. They are dedicated to this role and do an excellent job. Since they are not trained as teachers, they do not view themselves in this role. Working with teachers to integrate library instruction into the curriculum is limited, but welcome when initiated by the teachers. The childrens librarians are very knowledgeable about books and well trained in speaking about them. The librarians are dedicated professionals who love their work, feel they are doing a real service and wish they had time to do more to bring books and patrons together.

January 1989

Well, the snow and darkness have arrived! This is a wonderland with freshly fallen snow clinging to the branches of the evergreens. The sun comes up in the southeast at about 9 A.M. in hues of vivid pink, dashes across the southern horizon for about four hours then sinks into the southwest in a haze of yellow. During these winter days, it is dark by 2 P.M. Lights reflecting on the snow illuminate the streets and paths as people go about their daily activities, unhampered by the darkness.

Where had the time gone? I had already been in Västerbotten county for three months. So far I had visited 150 classrooms and 40 libraries including two in factories and one in a prison. I had spent two days on bokbussen visiting small villages and country schools. I had met wonderful, knowledgeable people with vision and the energy to work toward making a reality of their visions.

In the cultural exchange department, I had sent 175 picture postcards of the Stadsbibliotek to friends around the world. I had distributed 1000 book marks, pins and posters from the American Library Association throughout the county. Paul Newman and Bill Cosby greeted me from the READ posters in the windows of the Stadsbibliotek.

February 1989

Well, well, well! The last box is packed. The suitcases stand open ready for last minute additions. I have just spent the warmest winter in 200 years in Sweden. The cold snowy Northern winter never materialized.

I have said good bye to people with whom I have worked for the last five months. I'll never forget the dedicated people who opened their schools and their homes to me. I have made new friends with whom I will keep in touch across the ocean. I'm sure I will see these wonderful people again as the world of school librarianship is a small one.

What have I really accomplished in this short time? I visited schools in which I talked about books and life in America. I completed a survey of 23 school library programs. I distributed about 1000 books on American culture from the U.S. Information Agency and about the same amount of bookmarks, posters and pins from the American Library Association. I left a physical trail of America across Västerbotten County.

But have I left any intangible evidence of my presence here? I'll never forget the excitement of exchanging ideas for improvement of library services. I'll never forget the shock of writing proposals for funding of new projects right on the spot! I'll never forget one teacher remarking that while preparing for my visit, the faculty realized it was time for another BookDay. Does this mean that some of the ideas we shared will not be forgotten? I hope so!

Documentation

Statistics and definitions used in this article were taken from the Fact Sheets on Sweden, published by the Swedish Institute, and obtained through the courtesy of the Swedish Embassy in Chicago, Illinois USA.

Valerie J. Downes, Ed.D. is on a leave of absence from her position as head librarian at Morton West High School District 201, Berwyn Illinois USA.

REPORT : SURVEY OF SCHOOL LIBRARIES IN VÄSTERBOTTEN COUNTY

Survey of School Library Media Programs / Appendix A

The survey of Västerbotten County library media programs was initiated in the fall of 1988. The purpose of the survey was to provide an overview of the entire Västerbotten County school library program. The questionaire used for the survey is similar to the form sent to schools in the United States by the Center of Education Statistics/Office of Education in 1985/1986.[1] It addresses both the qualitative and quantitative aspects of school library media programs.

Summary of Qualitative Services / Appendix B

The qualitative questionaire includes 22 services that might be offered by library media center programs.

Appendix B is a tabulation of the results of the survey grouped by type of school library: grundskola, gymnasium and folk- & skolbibliotek. The total population of 23 libraries was used to develop this data. The average for each service and for each type of school library and a composite of all schools is presented on page 6 of appendix B.

This summary shows how each school rated its own services on a scale of 0-3.

3 was assigned for exceptional service
2 for routine service
1 for occasional service
0 for no service.

A perfect score for any school is 66. (22 services x 3 for each service) The total rating for any one school ranged from a minimum of 12 to a maximum of 37. The overall composite average for all schools is 22,3.

The following observations are provided regarding the qualitative survey:

1. The figures clearly reveal that certain types of services are not being provided. Most libraries are not involved in audio visual activities. Eight of the 22 services included in the survey deal with audio visual services in the areas of viewing, listening and production of materials. Additionally, most do not co-ordinate library services with the curriculum as suggested in six of the items on the survey.

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1. American Library Association and Association for Educational Communication and Technology, Washington DC, 1988, p 113.

2. Services number 1 and 2 deal with library skill instructions. Although not reflected in these ratings, all school librarians teach children how to use the library. They usually do not teach a sequential program at each grade level or co-ordinate with classroom instructions, but all students learn how to use the library.

3. The great strengths in the school library programs are:

   No 9. "providing reference assistance to teachers"

   No 10 "assisting students in locating material"

   No 14 "providing reading, listening and viewing guidance for students" was rated highly because the "listening and viewing" component was excluded. Reading guidance was the only part of this catagory rated.

Quantitative Survey / Appendix C

The following observations are provided regarding the quantitative survey.

1. The size of the staff determines overall services.

2. Number of volumes per patron figures should be looked at with the knowledge that no inventory is taken in these libraries.

3. The library orders serials for the whole school and distributes some to the classrooms.

4. Audio visual material data reflect the fact that school libraries do not work with software. The exceptions are the folk- & skolbiblioteks which have a collection of talking books, geneological microfilm and microfich of holdings of the Stadsbiblioteket. In the two schools that list video tapes, those materials are not housed in the library. The one school that has 3000 "other materials" refers to an extensive special slide collection housed in the library.

5. Most of the facilities are large and have adequate seating.

6. Audio visual equipment figures are lacking because equipment is kept elsewere in the school. Where figures are listed, it is still housed elsewere. Several schools do have computers for data base searching, fax machines and electronic mail for sending and receiving hard copy. No computers are available for students to use with their own programs. Several school libraries have listening stations.

7. The book budget per patron includes serials and audio visual material.

8. Total collection budget per patron is the same as the book budget because all materials are purchased from the book budget.

Quantitative Average and Percentiles / Appendix D

Average, 50 and 100 percentile values are shown separately for the Grundskolor, Gymnasium and Folk- & Skolbibliotek. All 23 school libraries surveyed are included in these figures. These include 6 Grundskolor, 7 Gymnasium and 10 Folk- & Skolbibliotek.

Quantitative Averages and Percentiles / Appendix E

Only the top 20 ratings in each catagory were used to develop average and percentile values in the composite quantitative portion of the survey: The figures listed for each percentile represent the maximum levels of service for that percentage of school libraries being considered. For example, at 75 percentile, 75% of school libraries provide support at the levels listed or lower.

List of Libraries Included in Survey / Appendix F

This survey was administered by personal interview with the library chiefs in 23 schools throughout Västerbotten County.

Conclusion

The school library programs in Västerbotten County reflect the Swedish library philosophy. Their purpose is to provide information and reading guidance and materials to their patrons. No attempt is made to develop the audiovisual aspects of a media program, unless directly related to the objective of helping the patron find information or enjoy books. Geneological information is on microfilm for ease of use in finding information, and talking books are available to help the visually handicapped enjoy reading.

In school libraries, the children listen to stories and learn how to find materials, but little attempt is made to integrate library skills into the curriculum in a sytematic manner.

These figures do not reflect the extensive interlibrary loan system which expands the capability of every library regardless of size or location, to provide for the reading need of its patrons.

The data reflects that most school library programs do a good job of meeting their objective as exemplied by the high scores in the areas dealing with reading and books.

APPENDIX

	Pages
Appendix A - Survey Form	
Qaulitative Survey	1
Quantitative Survey	2
Appendix B - Qualitative Data Summary of 23 school libraries surveyed in Västerbotten County	
Grundskolor	3
Gymnasium	4
Folk- & Skolbibliotek	5
Qualitative rating for each service by type of school	6
Appendix C - Quantitative Data Summery of 23 school libraries surveyed in Västerbotten County (Qualitative summary score included)	
Grundskolor	7, 8
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Appendix D - Quantitative Analysis of 23 school libraries surveyed in Västerbotten County	
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Appendix E -Quantitative Analysis of 23 libraries surveyed in Västerbotten County	
Composite: Average, 50 and 100 percentile based on highest 20 ratings in each category	14
Average, 50, 75, 90, 95 and 100 percentile based on highest 20 ratings in each category.	15
Appendix F - School library summary	
List of school libraries included in survey	16

APPENDIX A

LIBRARY MEDIA CENTER STATISTICS

LIBRARY_____

FUNCTION_____

NUMBER OF PATRONS_____

QUALITATIVE SURVEY	RATING 0 1 2 3
1. Offers a sequential program of library skills instruction.	
2. Coordinates library skills instruction with classroom instruction.	
3. Informally instructs students in the use of various types of materials and equipment.	
4. Conducts inservice education for teachers in the effective evaluation, selection and use of media.	
5. Assists curriculum committee in selecting appropriate materials and mediaprogram activities for resource units and curriculum guides.	
6. Helps individual teachers to coordinate media program activities and resources with subject areas, units and textbooks.	
7. Helps teachers to develop, select, implement and evaluate learning activities requiring various types of media.	
8. Provides teachers with information about new educational and media developments.	
9. Provides reference assistance to teachers.	
10. Assists students in locating information and resources valuable to their educational needs and to the growth of their personal interests and ability.	
11. Helps students and teachers find and use relevant information sources outside the school.	
12. Provides interlibrary loan services to students.	
13. Provides interlibrary loan services to teachers.	
14. Provides reading/listening/viewing guidance to students.	
15. Helps parents realize the importance of assisting their children to understand the benefits of reading, listening and viewing for pleasure as well as for gaining information.	
16. Coordinates in-school production of materials required for instructional use and other activities.	
17. Provides technical assistance to students in the production of materials.	
18. Provides technical assistance to teachers in the production of materials.	
19. Coordinates textbook selection, ordering and distribution program in school.	
20. Coordinates school-operated radio station.	
21. Coordinates video production activities in school.	
22. Coordinates cable or other TV transmission and utilization activities in school.	

QUANTITATIVE SURVEY	NUMBERS
STAFF	
Full time Equivalent (FTE) Certified Professional Staff	
FTE Other Professional Staff	
FTE Nonprofessional Staff	
FTE Total Paid Staff (Professional & Nonprofessional)	
FTE Adult Volunteers	
FTE Student Volunteer	
COLLECTION	
Number of Books Held (Volumes)	
Total Book Titles Held Per Patron	
Number of Serials Held (Titles)	
Subscriptions Held Per 100 Patrons	
Number of Microfilms Held (Titles)	
Number of Audio Titles Held	
Number of Film, Filmstrip Titles Held	
Machin-Readable Titles (Computer) Held	
Other Materials Held (Titles)	
FACILITIES AND EQUIPMENT	
Net Area	
Number of Seats Available	
Number of Microreaders	
Number of Tape Recorders	
Number of Video Tape Recorders	
Number of Televisions	
Number of Micorcomputers	
Number of Other	
BUDGET	
Book Budget Per Patron	
Serial Budget Per Patron	
Microform Budget Per Patron	
Software Budget Per Patron	
Audiovisual Budget Per Patron	
Film Rental Budget Per Patron	
Total Collection Budget Per Patron	
Total Hardware Budget Per Patron	
Total Library Media Budget Per Patron	

Adapted from Information Power, Appendix A

APPENDIX B

QUALITATIVE DATA SUMMARY OF 23 SCHOOL LIBRARIES SURVEYED IN VÄSTERBOTTEN COUNTY

GRUNDSKOLOR

	Library						Composite 0-3	
I.D. No	10	9	8	29	1	6	Total	
Grades	1-6	1-9	1-9	7-9	7-9	7-9	Max	Average
Service*	Rating						18	3
1	3	0	1	2	3	1	10	1.67
2	3	2	1	2	3	0	11	1.83
3	3	3	3	3	3	2	17	2.83
4	2	1	1	0	3	1	8	1.33
5	0	0	1	0	3	0	4	0.67
6	3	3	2	1	3	0	12	2.00
7	0	0	0	0	0	0	0	0
8	3	2	0	0	1	2	8	1.33
9	3	2	3	1	3	1	13	2.67
10	3	2	3	2	1	2	13	2.67
11	3	2	1	3	2	1	12	2.00
12	1	2	1	3	0	2	9	1.5
13	1	2	1	3	0	2	9	1.5
14	3	3	3	3	1	3	16	2.67
15	3	0	1	0	1	0	5	0.83
16	0	0	0	0	0	0	0	0
17	0	0	2	0	0	0	2	.33
18	0	0	0	0	0	0	0	0
19	0	0	0	0	0	0	0	0
20	0	0	0	0	0	0	0	0
21	0	0	1	0	0	0	1	.17
22	0	0	0	0	0	0	0	0
TOTAL SCORE								
0-3 Rating	34	24	25	23	27	17	150	25

* Number corresponds to the service of the same number on the Qualitative Survey Appendix A, page 1.

APPENDIX B

QUALITATIVE DATA SUMMARY OF 23 SCHOOL LIBRARIES SURVEYED IN VÄSTERBOTTEN COUNTY

GYMNASIUM

	Library							Composite	
I.D. Number	15	5	4	25	7	18	19	Total	
Grades	10-12	10-12	10-12	10-12	10-12	10-12	10-12	Max	Avg
Service *	Rating							21	3
1	1	0	2	1	2	1	1	8	1.14
2	0	0	2	0	0	1	1	4	0.57
3	2	3	3	2	2	0	0	12	1.71
4	1	1	2	0	1	0	0	5	0.71
5	0	3	0	1	0	0	0	4	0.57
6	1	1	3	2	0	1	2	10	1.42
7	1	2	0	0	0	1	0	4	0.57
8	1	2	2	1	2	0	1	9	1.29
9	2	3	3	3	1	2	2	16	2.28
10	2	2	2	3	2	3	3	17	2.43
11	1	2	3	2	1	0	0	9	1.29
12	0	1	1	0	2	2	2	8	1.14
13	0	0	2	0	2	2	1	7	1.00
14	0	3	1	3	2	2	2	13	1.86
15	0	0	0	0	0	1	0	1	0.14
16	0	0	0	0	0	0	0	0	0
17	0	0	0	0	0	0	0	0	0
18	0	0	0	0	0	0	0	0	0
19	0	3	0	3	0	0	0	6	0.86
20	0	0	0	0	0	0	0	0	0
21	0	0	0	0	0	0	0	0	0
22	0	0	0	0	0	0	0	0	0
TOTAL SCORE									
0-3 Rating	12	27	26	21	17	16	15	134	19.1

APPENDIX B

QUALITATIVE DATA SUMMARY OF 23 SCHOOL LIBRARIES SURVEYED IN VÄSTERBOTTEN COUNTY

FOLK- & SKOLBIBLIOTEK

	Library										Composite	
I.D. Number	24	14	26	12	16	17	20	21	22	27	Total	
Grades	1-9	1-9	10-12	1-9	1-9	10-12	7-9	1-6	1-6	1-9	Max	Avg
Service*	Rating										30	3
1	1	3	1	2	2	1	2	3	3	1	19	1.9
2	0	1	1	3	2	1	2	3	1	1	15	1.5
3	0	2	3	3	3	0	2	0	0	0	13	1.3
4	0	0	0	0	2	0	1	2	2	2	9	0.9
5	0	0	0	0	1	0	0	0	0	0	1	0.1
6	0	0	0	0	3	2	2	1	2	2	12	1.2
7	0	0	0	0	3	0	0	0	0	0	3	0.3
8	0	1	0	3	2	2	0	0	0	0	8	0.8
9	1	2	1	3	2	2	3	3	3	3	23	2.3
10	3	2	3	3	3	3	2	3	3	3	28	2.8
11	2	2	1	3	3	1	1	0	1	1	15	1.5
12	2	3	3	1	3	2	1	3	1	2	21	2.1
13	2	3	3	1	3	2	1	3	1	2	21	2.1
14	3	3	3	3	2	0	3	3	2	3	25	2.5
15	2	0	0	2	2	1	2	1	3	1	14	1.4
16	0	0	0	0	1	0	0	0	0	0	1	0.1
17	0	0	0	0	0	0	0	0	0	0	0	0
18	0	0	0	0	0	0	0	0	0	0	0	0
19	0	0	0	0	0	0	0	0	0	0	0	0
20	0	0	0	0	0	0	0	0	0	0	0	0
21	0	0	0	0	0	0	0	0	0	0	0	0
22	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL SCORE												
0-3 Rating	16	22	19	27	37	17	22	25	22	21	228	22.8

APPENDIX B

QUALITATIVE DATA SUMMARY OF 23 SCHOOL LIBRARIES SURVEYED IN VÄSTERBOTTEN COUNTY
QUALITATIVE RATING FOR EACH SERVICE BY TYPE OF SCHOOL

MAXIMUM RATING - 3

	Grundskolor	Gymnasium	Folk- & skolbibliotek	Composite (23 schools)
1	1.67	1.14	1.90	1.61
2	1.83	0.57	1.50	1.30
3	2.83	1.71	1.30	0.13
4	1.33	0.71	0.90	0.96
5	0.67	0.57	0.10	0.39
6	2.0	1.42	1.20	1.48
7	0	0.57	0.30	0.30
8	1.33	1.29	0.80	1.09
9	2.67	2.28	2.30	2.26
10	2.67	2.43	2.80	2.52
11	2.00	1.29	1.50	1.56
12	1.50	1.14	2.10	1.65
13	1.50	1.00	2.10	1.60
14	2.67	1.86	2.50	2.35
15	0.83	0.14	1.40	0.87
16	0	0	0.10	0.04
17	.33	0	0	0.09
18	0	0	0	0
19	0	0.86	0	0.26
20	0	0	0	0
21	.17	0	0	0.04
22	0	0	0	0
TOTAL SCORE	25	19	22.8	22.3
TOTAL AVG RATING	1.13	0.86	1.04	1.01

APPENDIX C

QUANTITATIVE DATA SUMMARY OF 23 SCHOOL LIBRARIES SURVEYED IN VÄSTERBOTTEN COUNTY (QUALITATIVE SCORE INCLUDED)

GRUNDSKOLOR

School ID number	10	9	8	29	1	6
Grades	1-6	1-9	1-9	7-9	7-9	7-9
No of students	630	301	48	500	372	280
No of patrons	0	0	0	0	0	0
Qualitative score with -3 max	35	24	25	23	27	17
Staff						
Full time prof.	0.75	0.425	0.20	0.50	0.575	0.20
Other prof.	0	0	0	0	0	0
Non. prof.	0	0	0	0	0	0.40
Total paid	0.75	0.425	0.20	0.50	0.575	0.60
Collection						
No of volumes	10.000	5767	4000	5000	5000	6000
No of vol/patr	15.9	19.2	83.3	10.0	13.4	21.4
No of serials	10	29	10	0	5	40
Subscriptions held/100 patr	0	0	0	10	33	0
Number of titles:						
Microfilms	0	0	0	0	0	0
Audios	0	0	0	0	0	0
Filmstrips	0	0	0	0	0	0
Video tapes	0	0	0	0	0	0
Machine readable (computer)	1	0	0	0	0	0
Other materials	0	0	0	0	0	0
Facilities + Equipment						
Area						
Sq meters	250	92	50	84	105	100
Sq feet	2691	990	538	904	1130	1076
Number of:						
Seats available	22	20	12	24	30	30
Microreaders	0	0	1	0	3	0
Taperecorders	0	0	12	0	12	0
16mm projectors	0	0	1	0	5	0
Video tape recorders	0	0	2	0	3	0
Televisions	0	0	3	0	4	0
Microcomputers	0	0	7	0	15	0
Slideprojectors	0	0	6	0	10	0
Overheadproj.	0	0	6	0	0	0
Record players	0	0	2	0	0	0
Earphones	0	0	0	0	0	0

Budget

Book budget						
*SK	48.	50.	20.3	48.	25.	51.
Dollars	7619	7936	3222	7619	3968	8095
Book budget/patron						
SK	76.2	166.1	423.0	96.0	67.2	182.1
Dollars	12.09	26.37	67.14	15.23	10.67	29.81
Serial budget/patron						
SK	0	0	0	0	0	0
Dollars	0	0	0	0	0	0
Microform budget/patron						
SK	0	0	0	0	0	0
Dollars	0	0	0	0	0	0
Software budget/patron						
SK	0	0	0	0	0	0
Dollars	0	0	0	0	0	0
Audiovisual budget/patron						
SK	0	0	0	0	0	0
Dollars	0	0	0	0	0	0
Film rental budget/patron						
SK	0	0	0	0	0	0
Dollars	0	0	0	0	0	0
Total collection budget/patron						
SK	76.18	166.1	423.0	96.0	67.2	182.2
Dollars	12.09	26.37	67.14	15.23	10.67	29.81
Total hardware budget/patron						
SK	0	0	0	0	0	0
Dollars	0	0	0	0	0	0

* Figures are in thousands of Kronor.

APPENDIX C

QUANTITATIVE DATA SUMMARY OF 23 SCHOOL LIBRARIES SURVEYED IN VÄSTERBOTTEN COUNTY (QUALITATIVE SCORE INCLUDED)

GYMNASIUM

School ID number	15	5	4	25	7	18	19
Grades	10-12	10-12	10-12	10-12	10-12	10-12	10-12
No of students	100	570	1600	1600	550	750	1380
No of patrons	0	0	0	0	0	0	0
Qualitative score with -3 max	12	27	26	21	17	16	15
Staff							
Full time prof.	0.255	1.0	1.75	1.75	0.30	0.50	0.75
Other prof.	0	0	0	1.50	0	0.50	0.75
Non. prof.	0	0.50	2.50	0	0.60	0	0
Total paid	0.225	1.50	4.25	3.25	0.90	1.0	1.50
Collection							
No of volumes	4500	11200	35000	75000	9000	11000	8000
No of vol/patr	45	21.5	21.9	46.9	16.4	12	5.8
No of serials	110	191	300	25	95	142	107
Subscriptions held/100 patr	73	0	0	0	0	0	0
Number of titles:							
Microfilms	0	0	10	0	0	0	0
Audios	6	0	1200	0	6	0	0
Filmstrips	0	0	0	0	0	0	0
Videotapes	0	0	50	5000	0	0	0
Machine readable (computer)	0	0	0	0	0	0	0
Other materials	0	0	3000	0	0	0	0
Facilities + Equipment							
Area							
Sq meters	100	280	350	550	160	85	180
Sq feet	1076	3014	3767	5920	1722	915	1938
Number of:							
Seats available	15	79	100	120	30	44	35
Microreaders	0	1	1	1	0	1	0
Taperecorders	0	64	114	2	0	0	0
16mm projectors	0	5	59	0	0	0	0
Video tape recorders	0	10	9	0	0	0	0
Televisions	0	11	11	1	0	0	
Microcomputers	0	23	3	0	1	0	1
Slideprojectors	0	19	0	1	0	0	0
Overheadprojectors	0	62	0	0	0	0	0
Record players	0	4	0	0	0	0	0
Earphones	0	30	0	0	0	0	0

Budget

Book budget							
*SK	43.3	60.6	137.6	132.3	95.8	110.	85.
Dollars	6873	9619	21840	21000	15206	19874	13492
Book budget/patron							
SK	433	116.5	86.0	82.7	174.2	146.7	61.6
Dollars	36.98	18.50	13.65	13.12	27.64	23.28	9.77
Serial budget/patron							
SK	0	0	0	0	0	0	0
Dollars	0	0	0	0	0	0	0
Microform budget/patron							
SK	0	0	0	0	0	0	0
Dollars	0	0	0	0	0	0	0
Software budget/patron							
SK	0	0	0	0	0	0	0
Dollars	0	0	0	0	0	0	0
Audiovisual budget/patron							
SK	0	0	0	0	0	0	0
Dollars	0	0	0	0	0	0	0
Film rental budget/patron							
SK	0	0	0	0	0	0	0
Dollars	0	0	0	0	0	0	0
Total collection budget/patron							
SK	433	116.5	86.0	82.7	174.2	146.7	61.6
Dollars	36.98	18.50	13.65	13.12	27.64	23.28	9.77
Total hardware budget/patron							
SK	0	0	0	0	0	0	0
Dollars	0	0	0	0	0	0	0

APPENDIX C

QUANTITATIVE DATA SUMMARY OF 23 SCHOOL LIBRARIES SURVEYED IN VÄSTERBOTTEN COUNTY (QUALITATIVE SCORE INCLUDED)

FOLK- & SKOLBIBLIOTEK

School ID number	24	14	26	12	16	17	20	21	22	27
Grades	1-9	1-9	10-12	1-9	1-9	10-12	7-9	1-6	1-6	1-9
No of students	127	125	1089	950	518	1000	408	150	32	350
No of patrons	800	3000	10089	8000	2518	6000	5000	1450	1972	3630
Qualitativ score with -3 max	16	22	19	27	37	17	22	25	22	21
Staff										
Full time prof.	0.52	1.50	1.50	1.88	0.55	1.00	1.5	0	0.5	0.5
Other prof.	0	0	0	0	0	0.50	0	0.025	0.5	0
Non. prof.	0.25	1.50	3.00	3.00	1.50	1.80	2.50	0.425	0	1.50
Total paid	0.77	3.00	4.50	4.88	2.05	3.30	4.00	0.450	1.00	2.00
Collection										
No of volumes	21189	32187	65000	48402	44728	13000	29343	7000	7200	35000
No of vol/patr	24.5	10.7	6.4	6.1	17.8	2.2	5.9	4.8	3.6	9.6
No of serials	82	107	208	214	162	142	0	25	22	87
Subscriptions held/100 patr	0	0	19.10	0	0	0	101	0	36	0
Number of titles:										
Microfilms	15	0	0	246	146	0	0	0	0	0
Audios	0	258	0	283	734	210	203	0	150	0
Filmstrips	0	0	0	0	0	0	0	0	0	0
Videotapes	0	0	0	0	0	0	0	0	0	0
Machine readable (computer)	0	0	0	0	71	0	0	0	0	0
Other materials	0	0	0	35	0	0	0	0	0	0
Facilities + Equipment										
Area										
Sq meters	229	570	675	500	450	425	380	120	200	1080
Sq feet	2465	6135	7265	5382	4844	4575	4090	1292	2152	11620
Number of:										
Seats available	50	50	50	55	64	50	70	40	20	101
Microread.	0	4	2	0	4	0	2	0	0	0
Tape recorders	0	3	0	0	0	1	0	0	0	0
16mm projectors	0	0	1	1	0	0	0	0	0	0
Video tape recorders	0	0	0	0	0	0	0	0	0	0
Televisions	0	0	0	0	0	0	0	0	0	0
Microcomputers	0	0	0	0	0	0	0	0	0	0
Slideprojectors	0	0	0	0	0	0	0	0	0	0
Overheadproj.	0	0	0	0	0	0	0	0	0	0
Record players	4	0	0	0	0	0	0	0	0	0
Earphones	15	0	0	0	0	0	0	0	0	0

Budget

Book budget										
*SK	160	242	300	1719	398.6	150	199.9	15	76	285
Dollars	25396	38412	47619	272857	63270	23809	31730	2380	12063	45238
Book budget/patron										
SK	200	88.7	29.7	62.5	158.3	25.0	40.0	10.3	38.5	78.5
Dollars	31.94	12.80	4.72	9.84	25.13	3.96	6.34	1.64	6.11	12.46
Serial budget/patron										
SK	Serial budget is included in the book budget.									
Dollars										
Microform budget/patron										
SK	0	0	0	0	0	0	0	0	0	0
Dollars	0	0	0	0	0	0	0	0	0	0
Software budget/patron										
SK	0	0	0	0	0	0	0	0	0	0
Dollars	0	0	0	0	0	0	0	0	0	0
Audiovisual budget/patron										
SK	0	0	13.0	0	0	0	0	0	0	0
Dollars	0	0	2.06	0	0	0	0	0	0	0
Film rental budget/patron										
SK	0	0	0	0	0	0	0	0	0	0
Dollars	0	0	0	0	0	0	0	0	0	0
Total collection budget/patron										
SK	200	88.7	29.7	62.0	158.3	25.0	39.98	10.3	38.5	78.51
Dollars	31.74	12.80	4.72	9.84	25.13	3.96	6.34	1.64	6.11	12.46
Total hardware budget/patron										
SK	0	0	0	0	0	0	0	0	0	0
Dollars	0	0	0	0	0	0	0	0	0	0

APPENDIX D

QUANTITATIVE ANALYSIS OF 23 SCHOOL LIBRARIES SURVEYED IN VÄSTERBOTTEN COUNTY
AVERAGE, 50 AND 100 PERCENTILE GROUPED BY TYPE OF SCHOOL

	Grundskolor Grades 1-9			Gymnasium Grades 10-12			Folk- & skolbibliotek		
	Avg	Percentile 50%	100%	Avg	Percentile 50%	100%	Avg	Percentile 50%	100%
Misc									
1	355	301	630	928	1065	1600	475	350	1600
2	-	-	-	-	-	-	4246	3000	10 089
3	25.2	25.0	34.0	19.1	21.0	27.0	22.8	22.0	37.0
Staff									
4	.44	.425	.75	.896	.875	1.75	.945	.55	1.88
5	0	0	0	.392	.25	1.50	.1025	0	.50
6	.067	0	.40	.428	.25	2.50	1.55	1.50	3.0
7	.51	.5	.75	1.8	1.5	4.25	2.56	2.05	4.88
Collection									
8	5962	5000	10 000	21 957	11 100	75 000	30 305	29 343	65 000
9	27.2	15.9	83.3	26.63	21.7	46.9	9.16	6.1	24.5
10	15.7	10.0	40.0	138.6	108.5	300.0	10.5	87.0	214
11	7.2	0	33	10.4	0	73	13.72	0	101
12	0	0	0	1.42	0	10	40.7	0	246
13	0	0	0	199.2	0	1200	183.8	150	734
14	0	0	0	785.7	0	5000	0	0	0
15	0	0	0	0	0	0	785.7	0	5000
16	.167	0	1	0	0	0	7.1	0	7.1
17	0	0	0	478.6	0	3000	3.5	0	35
Facilities & Equipment									
18	113.5	92	250	243.6	230	550	462.9	425	1080
19	1221	990	2690	2621	2475	5920	4982	4574	11 624
20	23	22	30	60.4	61.5	120	55	50	101
21	.67	0	3	.57	1.0	1.0	1.2	0	4
22	4.0	0	12	25.7	0	114	.4	0	3
23	1.0	0	6	9.14	0	59	.2	0	1
24	.83	0	3	2.7	0	10	0	0	0
25	1.17	0	4	3.28	0	11	0	0	0
26	3.66	0	15	4.0	1.0	23	0	0	0
27	2.66	0	10	2.86	0	19	0	0	0
28	1.0	0	6	8.85	0	62	0	0	0
29	.33	0	2	.57	0	4	.4	0	4
30	0	0	0	4.28	0	30	1.5	0	15
Budget									
31*	40.383	48	51	94.943	102.9	137.6	354.55	199.9	1 719.
32	6410	7619	8095	15070	16333	21841	56277	31730	27287
33	168.4	96	423	157.25	131.6	433	73.15	40	200
34	26.73	15.24	67.14	24.96	20.88	68.73	11.61	6.35	31.75

APPENDIX E

QUANTITATIVE ANALYSIS OF 23 SCHOOL LIBRARIES SURVEYED IN VÄSTERBOTTEN COUNTY
AVERAGE, 50 AND 100 PERCENTILE BASED ON HIGHEST 20 RATINGS IN EACH CATEGORY

Composite

	Avg	Percentile 50%	100%
Misc			
1 No of students	660	518	1600
2 No of patrons	4246	3000	10.089
3 Qualitative score out of 66	23.3	22	37
Staff			
4 Full time Equivalent (FTE) Certified Professional	.898	5.75	1.88
5 FTE Other Professional Staff	.208	0	1.50
6 FTE Nonprofessional Staff	.765	.425	3.00
7 FTE Total Paid Staff (Professional + Non Professional)	2.04	1.5	4.88
Collection			
8 No of Books Held	23 950	11 200	75 000
9 Total Book Titles Held per Pupil (Patrons)	21.53	16.4	83.3
10 No of Serials Held (Titles)	105.4	87	300
11 Subscriptions Held per 100 Pupils (Patrons)	12.66	0	101
12 No of Microfilm Held (Titles)	20.85	0	246
13 No of Audio Titles Held	152.5	0	1200
14 No of Film, Filmstrips Titles Held	0	0	0
15 No of Video Tape Titles Held	275	0	5000
16 Machine-Readable Titles (Computer) Held	3.6	0	71
17 Other Material Held (Titles)	151.75	0	3000
Facilities & Equipment			
18 Net Area Sq. Meters	339.8	229	1080
19 Net Area Sq. Feet	3657	2464	11 624
20 No of Seats	53.2	44	120
21 No of Microreaders	1.0	0	4
22 No of Tape Recorders	10.4	0	114
23 No of 16mm Projectors	3.6	0	59
24 No of Video Tape Recorders	1.2	0	10
25 No of Televisions	1.5	0	11
26 No of Micro computers	2.5	0	23
27 No of Slideprojectors	1.8	0	19
28 No of Overhead Projectors	3.4	0	62
29 No of Record Players	0.5	0	4
30 No of Earphones	2.25	0	30
Budget			
31 Total Book Budget SK*	216.605	110	1 719
32 Total Book Budget Dollar	34 858	17 460	272 857
33 Book Budget/Patron SK	89.39	88.7	433
34 Book Budget/Patron Dollar	14.19	14.08	68.73

* All figures are in thousands of Kronor.

APPENDIX E

QUANTITATIVE ANALYSIS OF 23 SCHOOL LIBRARIES SURVEYED IN VÄSTERBOTTEN COUNTY

COMPOSITE: AVERAGE, 50, 75, 90, 95 AND 100 PERCENTILE BASED ON HIGHEST 20 RATINGS IN EACH CATEGORY

	Avg	Percentile level 50%	75%	90%	95%	100%
Misc						
1 No of students	660	518	950	1380	1600	1600
2 No of patrons	**4246	**3000	**5500	**8000	**9045	**10.089
3 Qualitative score out of 66	23.3	22	26	27	34	37
Staff						
4 Full time Equivalent (FTE) Certified Professional	.898	5.75	1.50	1.75	1.75	1.88
5 FTE Other Professional Staff	.208	0	.025	.50	.75	1.50
6 FTE Nonprofessional Staff	.765	.425	1.50	2.50	3.00	3.00
7 FTE Total Paid Staff (Professional + Non Professional)	2.04	1.5	3.25	4.25	4.50	4.88
FTE Adult Volunteers	-	-	-	-	-	-
FTE Student Volunteers	-	-	-	-	-	-
Collection						
8 No of Books Held	23 950	11 200	35 000	48 402	65 000	75 000
9 Total Book Titles Held per Pupil (Patrons)	21.53	16.4	21.5	45.0	46.9	83.3
10 No of Serials Held (Titles)	105.4	87	142	208	214	300
11 Subscriptions Held per 100 Pupils (Patrons)	12.66	0	10	36	73	101
12 No of Microfilm Held (Titl.)	20.85	0	0	15	146	246
13 No of Audio Titles Held	152.5	0	203	258	734	1200
14 No of Film, Filmstrips Titles Held	0	0	0	0	0	0
15 No of Video Tape Titles Held	275	0	0	0	50	5000
16 Machine-Readable Titles (Computer) Held	3.6	0	0	0	1	71
17 Oth. Material Held (Titl.)	151.75	0	0	0	35	3000
Facilities & Equipment						
18 Net Area Sq. Meters	339.8	229	450	570	675	1080
19 Net Area Sq. Feet	3657	2464	4843	6135	7265	11 624
20 No of Seats	53.2	44	64	100	101	120
21 No of Microreaders	1.0	0	1	3	4	4
22 No of Tape Recorders	10.4	9	2	12	64	114
23 No of 16mm Projectors	3.6	0	1	5	5	59
24 No of Video Tape Recorders	1.2	0	0	3	9	10
25 No of Televisions	1.5	0	0	4	11	11
26 No of Micro computers	2.5	0	1	7	15	23
27 No of Slideprojectors	1.8	0	0	6	10	19
28 No of Overhead Projectors	3.4	0	0	0	6	62
29 No of Record Players	0.5	0	0	2	4	4
30 No of Earphones	2.25	0	0	0	15	30
Budget						
31 Total Book Budget SK	219 605	110 000	199 900	300 000	398 600	1719 000
32 Total Book Budget Dollar	34 858	17 460	31 730	47 619	63 270	272 857
33 Book Budget/Patron SK	89.39	88.7	166.1	200	423	433
34 Book Budget/Patron Dollar	14.19	14.08	26.37	31.75	67.14	68.73

** Based on 10 Folk- & Skolbibliotek. Other Statistics based on Top 20 out of a sample of 23.

APPENDIX F

SCHOOL LIBRARY SUMMARY

LIST OF LIBRARIES INCLUDED IN SURVEY

I.D. No	Community	Library name	Librarian	Function (Grades)	No of Students	Other Patrons	Total Patrons
GRUNDSKOLOR							
10	Vilhelmina	Volgsjö skola	Carin Danielsson	1-6	630	-	630
9	Åsele	Centralskola	Åsa J Persson	1-9	301	-	301
8	Fredrika	Centralskola	Karl Erikstrom	1-9	48	-	48
29	Lycksele	Finnbackskolan	Ingrid Eriksson	7-9	500	-	500
1	Vännäs	Hammarskolan	Christina Lundström	7-9	372	-	372
6	Vilhelmina	Hembergsskolan	Birgitta Appelqvist	7-9	280	-	280
GYMNASIUM							
15	Umeå	Lantbruksskolan	Gunnis Karlsson	10-12	100	-	100
5	Umeå	Centrala gymn.	Anna-Gretha Johansson	10-12	520	-	520
4	Umeå	Dragonskolan	Inger Sikström Kerstin Tägtsten	10-12	1600	-	1600
25	Umeå	Östra gymn.	Karin Häger	10-12	1600	-	1600
7	Vilhelmina	Malgomajskolan	Birgitta Appelqvist	10-12	550	-	550
18	Skellefteå	Kaplanskolan	Eva Näsholm	10-12	750	-	750
19	Skellefteå	Balderskolan	Eva Lundström	10-12	1380	-	1380
FOLK- & SKOLBIBLIOTEK							
24	Ånäset	Nybyskolan	Karin Eriksson Hans Johansson	1-9	127	673	800
14	Bjurholm	Bjurholm bibl	Katrin Åberg	1-9	125	2875	3000
26	Lycksele	Tannbergsskolan	Anna Svärd	10-12	1089	9000	10 089
12	Nordmaling	Nordmaling bibl	Lena Dahlberg	1-9	950	7050	8000
16	Robertsfors	Tundalsskolan	Lars G Andersson	1-9	518	2000	2518
17	Skellefteå	Anderstorps-skolans bibliotek	Eva Lundström	10-12	1000	5000	6000
20	Skellefteå	Brännans bibliotek	Birgitta Larsson	7-9	408	4592	5000
21	Skellefteå	Ersmarks bibl	Inger Holmbom Karin Enmark	1-6	150	1300	1450
22	Skellefteå	Bergsbyns bibl	Ingrid Saarinen	1-6	32	1340	1372
27	Sorsele	Sorsele bibliotek	Stephanie Norén	1-9	350	3280	3630